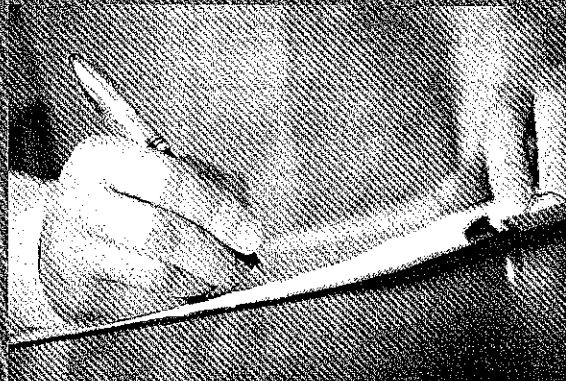FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS
"Florida's Charter Support Organization Since 1999"

FCPCS SCHOOL-BASED ADMINISTRATOR EVALUATION SYSTEM

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FLORIDA CONSORTIUM
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FCPCS School-Based Administrator Evaluation System

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SECTION I. INTRODUCTION

A. OVERVIEW OF SENATE BILL 736 (Student Success Act)

With the passage of Senate Bill 736 (SB 736), also known as the "Student Success Act," charter schools are now required, along with public schools, to establish procedures for evaluating the performance of duties and responsibilities of all instructional personnel and school-based administrators. Senate Bill 736 went into effect on July 1, 2011. This bill revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators. Charter schools will be required to develop or adopt a teacher evaluation system and school-based administrator evaluation system beginning with the 2012–2013 school year, and implement the aforementioned systems with fidelity.

Senate Bill 736 requires that all personnel be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. A performance evaluation must be conducted for each employee at least once a year. The evaluation must be based upon sound educational principles and contemporary research in effective educational practices [s. 1012.34(3)(a), F.S.].

Senate Bill 736 revises the evaluation system to focus on *student performance*. The bill requires fifty percent (50%) of the evaluation for school administrators to be based on student performance, as stipulated in s. 1008.22(8), F.S. The other fifty percent (50%) of the evaluation will be based on evaluation procedures and criteria that are based upon sound leadership principles and contemporary research on effective leadership practices. Evaluation criteria used when annually observing school administrators must include indicators based upon each of the *Florida Principal Leadership Standards* adopted by the State Board of Education. The evaluation criteria for school administrators must also include other professional and job responsibilities as adopted by the State Board of Education. Evaluation scores are combined to generate the administrator's overall annual performance rating. Scores then need to be classified into one of the following four performance ratings: **Highly Effective, Effective, Needs Improvement** and/or **Unsatisfactory**.

B. EVALUATION SYSTEM REQUIREMENTS

In accordance with s. 1012.34, F.S., the evaluation system for school-based administrators must be designed to do the following:

- o Support **effective instruction** and **student learning growth**; results must be used when developing district and school level improvement plans.

- o Provide **appropriate instruments, procedures and criteria for the continuous quality improvement** of the professional skills of the school-based administrators; **results must be used when identifying professional development.**

- o Include a mechanism to **examine performance data from multiple sources,** including opportunities for parents to provide input on employee performance evaluations when appropriate.

- o Differentiate among **four levels of performance: Highly Effective, Effective, Needs Improvement, Unsatisfactory.**

- o Provide **training programs** to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.

- o Include a process for monitoring and **evaluating the effective and consistent use** of the evaluation criteria by employees with evaluation responsibilities.

- o Include a process for monitoring and **evaluating the effectiveness of the system** itself in improving instruction and student learning.

All evaluation systems approved pursuant to Section 1012.34, Florida Statutes, shall be posted on a district (or charter school) website within thirty (30) days of approval of the evaluation system.

C. SCHOOL-BASED ADMINISTRATOR EVALUATION SYSTEM

Administrator evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for administrative personnel is based on three criteria:

1. **Performance of Students**
2. **Instructional Practice**
3. **Professional and Job Responsibilities**

Fifty percent (50%) of an administrator's evaluation is based on student performance. The other fifty percent (50%) is based on Instructional Practice and Professional and Job Responsibilities. A district, or charter school, may include its indicators for Professional and Job Responsibilities within its Instructional Practice criterion. In other words, the evaluation instrument used to assess the employee's performance may address both criteria.

The **Instructional Practice** criterion for administrators must include the following:

1. Indicators, organized by Domains, based on the Florida Principal Leadership Standards (Rule 6A-5.080, F.A.C.);
2. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth;
3. Procedures for conducting observations and collecting data and other evidence of instructional practice; and
4. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.

The Florida Principal Leadership Standards (Florida Statute 6A-5.080)

The Florida Principal Leadership Standards (FPLS) are Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. For a detailed list of research, broken down by standard, see the article entitled, "2011 Florida Principal Leadership Standards Cross-referenced to Contemporary Research and Key Leadership Writing," in the references section. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements. Pursuant to Florida Statute 1012.34(3), evaluation criteria used when annually observing school-based administrators must include indicators based upon each of the FPLS. The Florida Principal Leadership Standards are listed below.

Domain 1: Student Achievement

Standard 1: Student Learning Results

    a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula

    b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state

Standard 2: Student Learning as a Priority

    a. Enables faculty and staff to work as a system focused on student learning;

    b. Maintains a school climate that supports student engagement in learning;

    c. Generates high expectations for learning growth by all students; and

    d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

    a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;

    b. Engages in data analysis for instructional planning and improvement;

    c. Communicates the relationships among academic standards, effective instruction, and student performance;

    d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

    e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development

    a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan

    b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

    c. Employs a faculty with the instructional proficiencies needed for the school population served;

    d. Identifies faculty instructional proficiencies needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement,

and the use of instructional technology;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues;
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior
Standard 10: Professional and Ethical Behavior

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.;
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

The percentages listed below specify the weight of each domain in calculating the final performance rating:

Domain 1: Student Achievement – 30%
Domain 2: Instructional Leadership – 30%
Domain 3: Organizational Leadership – 20%
Domain 4: Professional and Ethical Behavior – 20%

In other words, eighty percent (80%) of the overall rating is based on leadership practice skills (Domains 1, 2, and 3), and twenty percent (20%) of the overall rating is based on an additional metric—Professional and Ethical Behavior (Domain 4).

Performance Levels
On an annual basis, administrators will receive a "summative rating" of their performance based on an evaluation system. Per SB 736, the overall annual performance rating for administrators will be categorized into four categories as defined below:

➤ **Highly Effective** - Reserved for outstanding leaders who have an impact both within

the school and outside the school. Performance at this level is significantly superior to "Effective" in its impact on students, staff, parents and the community. The Highly Effective leader helps every element of the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but few leaders will be rated highly effective as a summative performance level.

➢ **Effective** - This level describes leadership performance that has local impact (i.e., within the school) and meets the organization's needs. Indicates performance that consistently meets a high standard of quality and is consistent with an experienced administrator.

➢ **Needs Improvement** - Indicates performance that requires additional attention to specific areas to ensure an acceptable level of proficiency. This performance is not consistent with the position and experience of the employee. If this level is used, there should be a written explanation to support how the administrator's performance is to be improved.

➢ **Unsatisfactory** - Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this level is used, there must be a written explanation of how the administrator's performance is to be improved.

The Florida Consortium of Public Charter Schools Evaluation Systems for School-Based Administrators

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive evaluation system to monitor and assess the instructional practice and job performance of school-based administrators that meets the statutory requirements set forth by s. 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the individual responsible for supervising the administrator. It is anticipated that the charter school governing board will be responsible for conducting this portion of the annual evaluation. The evaluator will enter a rating for each indicator ranging from 1 - 4. An administrator's total rating on the evaluation tool will be calculated following the directions on the form; the administrator's total score will generate a specific performance rating as follows:

Total Score	Performance Rating
3.6 – 4.0	Highly Effective
3.0 – 3.5	Effective
2.0 – 2.9	Needs Improvement
1.0 – 1.9	Unsatisfactory

The *FCPCS School-Based Administrator Evaluation* is a performance evaluation system for school-based administrators that is aligned to the ten Florida Principal Leadership Standards (FPLS), State Board of Education Rule 6A-5.080. When administering the evaluation, the

evaluator will record the "proficiency levels" which indicate how well an administrator performs on each individual indicator on the evaluation system. The evaluation system is comprised of **four domains, 10 standards**, and **50 indicators**. Each indicator will have a proficiency rating and each standard will have a total performance rating. At the completion of the evaluation, a total performance score will be calculated. A rating scale will be used to determine the overall performance level of the administrator which will be one of the following four ratings: **Highly Effective; Effective; Needs Improvement;** or **Unsatisfactory.**

On an annual basis, charter schools will administer a parent survey which will include a section on the school leadership's performance. Governing board members will collect and review survey results to determine if there are any areas which require special attention. Governing boards will determine the weight, if any, given to this data in determining annual performance ratings for school based administrators.

Monitoring and Evaluating the Effectiveness of the FCPCS Evaluation Systems

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12
- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12
- Charter School Administrators K-12
- District-Level Charter School Liaison
- Members of The FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school administrators evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations.

The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year, starting with July 1, 2014. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of administrators may need to be made during the initial year of implementation due to factors related to student achievement data. The FCPCS Evaluation Advisory Committee will also develop a process to assist charter schools in the preparation of their annual report on the status of implementation of the evaluation system. To ensure effective implementation of the evaluation for school-based

administrators, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. Additionally, FCPCS will provide ongoing training through webinars on the implementation of the evaluation systems.

D. THE VALUE-ADDED MODEL (VAM)

A **value-added model** is a statistical calculation employed for the purpose of determining an individual teacher's or principal's contribution to student learning. The value-added model begins by establishing the expected learning growth for each student, called a *predicted score*. The predicted score is based on the typical learning growth seen among students who share characteristics. The predicted score is based on the FCAT developmental scale and is estimated from historical data each year. Differences, or residuals, between each student's predicted score and his or her actual performance on the FCAT are combined for students assigned to a teacher or a principal to calculate each teacher's or principal's value-added score.

The State Board of Education has adopted a formula for measuring student learning growth in all courses associated with statewide assessments. This formula is contained in State Board of Education **Rule 6A-5.0411:** *Calculations of Student Learning Growth Using Statewide Assessment Data for Use in Personnel Evaluations,* adopted February 28, 2012. Its purpose is to provide the formulas for measuring student learning growth, the statewide standards for each performance level for use in each school district instructional personnel and school administrator evaluation systems developed under section 1012.34, F.S., and procedures associated with implementing the formulas and domains. An equally appropriate formula must be adopted for measuring student learning growth for all other grades and subjects, except as otherwise provided in s. 1012.34(7), F.S. The Florida Department of Education will provide districts with the final calculations.

The FCAT Reading and FCAT Mathematics value-added model shall estimate a student's performance based on specific characteristics, called *variables.* The variable to be included in the value-added model are as follows:
- The number of subject-relevant courses in which a student is enrolled (courses associated with FCAT Reading and FCAT Mathematics)
- Up to two prior years of achievement scores for each student
- A student's disability
- A student's English Language Learner (ELL) status
- Gifted status
- Student attendance
- Student mobility
- Difference from modal age in grade
- Class size
- Homogeneity of students' entering test scores in the class

The formula produces a value-added score for a teacher and administrator. A teacher or administrator's value-added score reflects the amount of learning growth of a teacher or administrator's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

The teacher or administrator's value-added score is expressed as the sum of two components:

1. *Common School Component* –Describes the amount of learning growth by grade and subject that is typical for students in each school that differs from the statewide expectation established by variables listed above. Schools exhibit differential amounts of student learning growth that may be attributed to factors outside of the teacher or administrator's control. Fifty percent (50%) of the common school component shall be attributed back to teachers and principals and included in a teacher or administrator's value-added score. By attributing only a portion of the common school component to a teacher or principal's value-added score, the formula recognizes that some of the common school component is a result of a teacher or administrator's actions within his or her school and that some is attributable to other factors.

2. *Teacher Component* – Reflects how much the teacher or administrator's students, on average, gained above or below similar students within the school. Differences between each student's predicted score and his or her actual performance on the FCAT are combined for students assigned to a teacher to calculate each teacher or administrator's value-added score. The value-added model does not evaluate teachers or administrators based on a single year of student performance or proficiency (*status model*). The model does not evaluate teachers or administrators based on simple comparison growth from one year to the next (*simple growth*). The predicted performance of a student represents the level of performance the student is expected to demonstrate after statistically accounting for factors through the value-added model. The difference between the predicted performance and the actual performance represents the value added by the teacher/administrator's instruction.

E. CALCULATIONS OF STUDENT LEARNING GROWTH USING STATEWIDE ASSESSMENT DATA FOR USE IN SCHOOL-BASED ADMINISTRATOR EVALUATIONS
(SB, Rule No. 6A-5.0411)

The Student Success Act (SB 736) requires that fifty percent (50%) of the administrator performance evaluation be based on student learning growth on statewide or district assessments. State Board of Education Rule Number 6A-5.0411 was developed to fulfill requirements under Section 1012.34, Florida Statutes, to adopt the student growth formula(s) for use with statewide assessment data and to set standards for student growth performance that must be met for personnel to earn specified performance ratings on annual evaluations. It is anticipated that this rule will be revised annually as new formulas and performance standards are adopted for statewide assessments, including but not limited to, the Florida Comprehensive Achievement Test (FCAT), End-of-Course Examinations (EOC), and the Florida Alternative Assessment.

School-Based Administrators
For school-based administrators, the student learning growth portion of the evaluation must include growth data for students assigned to the administrator over the course of at least 3 years. If less than 3 years of data is available, the years for which data *is* available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent (40%). The professional's summative performance level is based on the combined Professional Practices and Student Growth Ratings as follows:

◆ **Fifty percent (50%)*** of the evaluation is based on *Student Learning Growth* (using the value-added score calculated and provided by the school district, based on Florida's value-added model)

◆ **Fifty percent (50%)*** of the evaluation is based on *Leadership Practice* and *Professional and Job Responsibilities* (assessed through an evaluation instrument that measures the professional's performance). The evaluation instrument is comprised of four domains that are weighted as follows: eighty percent (80%) of the overall rating is based on leadership practice skills (Domains 1, 2, and 3), and twenty percent (20%) of the overall rating is based on an additional metric—Professional and Ethical Behavior (Domain 4).

> **If less than three years of data are available, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to **sixty percent (60%)** and the percent of a performance evaluation based on Student Learning Growth will decrease to **forty percent (40%)**.*

Administrator Evaluation

▦ Leadership Practices & Professional and Job Responsibilities (Performance Evaluation Instrument)

▦ Student Learning Growth (VAM Scores based on FCAT/EOC)
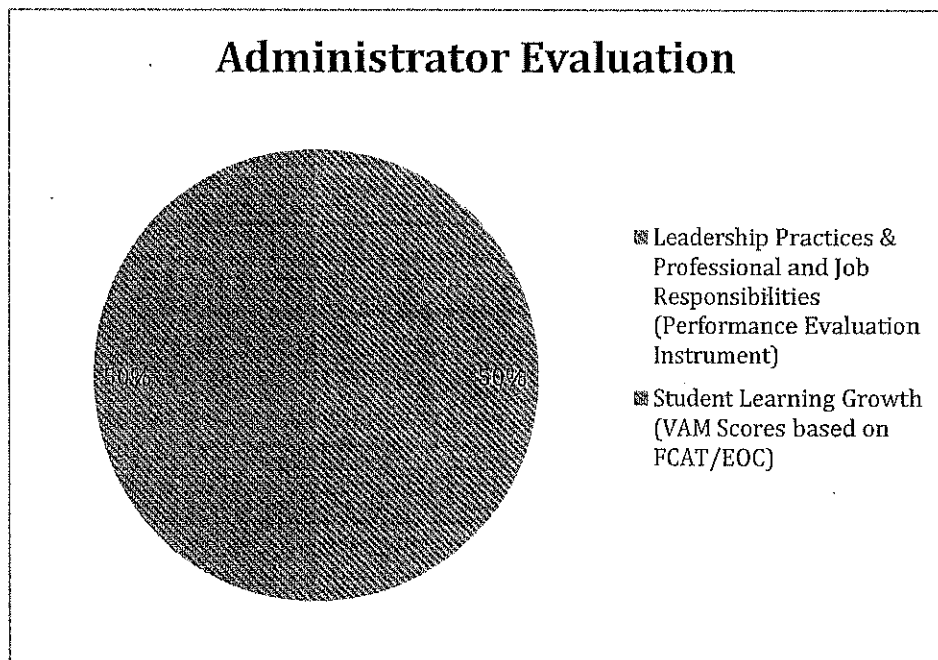
F. SUMMATIVE EVALUATION RATINGS

Per Section 1012.34(3) and (7), the three criteria that must be combined to produce each individual's **summative evaluation rating** include the following: (1) Performance of Students; (2) Instructional Practice; and (3) Professional and Job Responsibilities. A district, or charter school, may include its indicators for Professional and Job responsibilities within its Instructional Practice criterion. The evaluation system shall include the summative evaluation form and scoring and weighting systems that define how each of the criteria are calculated, classified and combined, and the performance standards used to determine the summative performance level rating. Districts, and charter schools, must use the four performance level ratings provided in Section 1012.34, F.S. for summative ratings.

The district, or charter school, must provide training programs to ensure that all employees subject to an evaluation system are informed on evaluation criteria and processes before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

The Florida Department of Education will calculate the results of each student learning growth formula and provide results to each district for the district's instructional and school administrator personnel. Each district will use the results provided in that school year's personnel evaluations in accordance with Section 1012.34, Florida Statutes, and the district's (or charter school's) evaluation plan approved under Rule 6A-5.030, F.A.C. Results provided to districts will include, at a minimum, the following information:

1. A value-added score for each school-based administrator for the current school year for each statewide assessment based on the courses offered
2. An aggregate value-added score for each instructional personnel employee and school administrator in the district, which combines all value-added results for a particular statewide assessment from all courses and assigned students. The aggregate value-added score provided by the Department is limited to the three most recent years of data.
3. The standard error for each value-added score.
4. Performance Level Standards (criterion for use in instructional and administrator personnel evaluations for each specific performance level).

As described above, the Florida Department of Education will be providing each school district with value-added scores for school administrators. The school district will, in turn, release this information to the charter locations. Each charter school will decide which value-added data will be used and what cut scores will be employed to generate the administrator's annual performance ratings. The Florida Department of Education (FLDOE) has communicated to the Florida Consortium of Public Charter Schools that FLDOE will be providing technical assistance to charter schools (that are not adopting their school district's evaluation plan) in aggregating the leadership practice scores and the Value-Added Model (VAM) scores in calculating the annual performance ratings for school-based administrators. The leadership practice score and student growth (VAM) score will be weighted according to the criteria established by the charter school. The aggregated scores will be used to generate a final performance evaluation rating of **Highly Effective, Effective, Needs Improvement/Developing,** or **Unsatisfactory** for the school-based administrator.

G. PROCESSES AND PROCEDURES FOR IMPLEMENTING THE EVALUATION SYSTEM FOR SCHOOL-BASED ADMINISTRATORS

A meaningful and productive administrator evaluation system addresses the unique contributions of each administrator to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by administrators so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals.

The governing board is responsible for facilitating the school-based administrator evaluation

process. The governing board has the overall responsibility for collecting and maintaining documentation, scheduling evaluation-related meetings, providing feedback on performance throughout the year, making summative ratings, and submitting documentation to the appropriate district office.

The governing board evaluates instructional employees on their performance based on a set of domains, standards, and indicators. The governing board collects data on the employee's performance related to the indicators throughout the year in a variety of ways, for example:

1. Student achievement results, as measured by a variety of assessments such as the Florida Comprehensive Assessment Test (FCAT), the Stanford Achievement Test (SAT), the End-of-Course (EOC) exams, the District Interim Assessments, the Scholastic Reading Inventory (SRI), and the Florida Assessments for Instruction in Reading (FAIR).
2. Demonstration of the Standards as delineated in the *Florida Principal Leadership Standards*, State Board of Education Rule 6A-5.080, as measured through the FCPCS School-Site Monitoring Tool.
3. Reports and actions taken by the administrator in dealing with critical incidents and school-related safety issues.
4. Documentation that may include written material such as a self-evaluation and/or a School Improvement Plan.
5. Outcomes of any district or state program reviews.
6. Results of surveys administered to stakeholders regarding school effectiveness and leadership performance.
7. SACS Accreditation reports.
8. Professional growth plan developed by the administrator to assist all instructional personnel in increasing teacher effectiveness.
9. Leadership activities and training sessions in which the administrator has participated in for the purpose of professional growth.
10. Record of recruitment and retention of Effective and Highly Effective teachers.

Additionally, FCPCS has developed a School-Site Monitoring Tool to assist governing board members in gathering evidence and providing meaningful feedback to administrators throughout the year. Administrators must be formally evaluated a minimum of once a year. More than the minimum number of required observations may occur, as appropriate. The FCPCS evaluation tools are used to provide targeted feedback on the professional's work relating to the performance indicators. During the post-observation meeting, the administrator and the evaluator will discuss the observation. No final performance ratings are given during the post-observation meeting, as evaluators use multiple data sources to determine summative performance ratings.

Observations and feedback may be formal and informal, or scheduled and unscheduled. Walk-throughs, meetings, and examinations of materials that reflect the administrator's work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an administrator's performance. Evaluators must provide meaningful and timely feedback to administrators following formal and informal observations. School-based administrators are evaluated on the performance indicators using the Examples of Evidence developed by FCPCS to demonstrate adherence and classify performance. The Examples of Evidence guide assessors in assessing *whether or not* an indicator is demonstrated and documented. They are provided to increase reliability among

assessors and to help school-based administrators focus on ways to enhance their professional practice.

If an administrator is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the administrator, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

Performance Assessment Planning

It is recommended that each school-site administrator participate in a performance assessment planning session with the school's governing board to develop a plan with measurable annual performance goals. This plan can form the basis for evaluating the administrator's performance for the year. During this session, the objectives and expectations should be established or reviewed. The governing board may determine that additional performance reviews will be included in the annual evaluation process. The specific dates for these interim reviews should be identified during this planning session.

Section II:

FCPCS School-Based Administrator Evaluation System

Administrator's Name: _____ Date: _____

Florida Consortium of Public Charter Schools
School-Based Administrator Evaluation

Directions for Evaluator: Examine all sources of evidence for each of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080, adopted December 20, 2011. Review the indicators for each standard and record the rating below. Calculate the average rating for each standard and insert as the "total." To calculate the overall total rating, add the totals of all the standards and divide by 10.

Rating Scale: Unsatisfactory = 1   Needs Improvement = 2   Effective = 3   Highly Effective = 4

DOMAIN 1: STUDENT ACHIEVEMENT

1.	Student Learning Results (*FPLS*)	Rating
1.1	Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.2	Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments that are implemented in accordance with Section 1008.22, F.S.; and other indicators of student success adopted by the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 2. Insert the total to the right.*	

2.	Student Learning As A Priority (*FPLS*)	Rating
2.1	Enables faculty and staff to work as a system focused on student learning.	
2.2	Maintains a school climate that supports student engagement in learning.	
2.3	Generates high expectations for learning growth by all students.	
2.4	Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 4. Insert the total to the right.*	

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

3.	Instructional Plan Implementation (*FPLS*)	Rating
3.1	Implements the *Florida Educator Accomplished Practices* (Rule 6A-5.065, F.A.C.) through a common language of instruction.	
3.2	Engages in data analysis for instructional planning and improvement.	
3.3	Communicates the relationships among academic standards, effective instruction and student performance.	
3.4	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students at school.	
3.5	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.*	

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4.	Faculty Development (*FPLS*)	Rating
4.1	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	
4.2	Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.	
4.3	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.4	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.5	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.6	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Total	*To calculate the rating for this standard, add the total points in the "rating" column and divide by 6. Insert the total to the right.*	

5.	Learning Environment (*FPLS*)	Rating
5.1	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.2	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.3	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.4	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.5	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	
5.6	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 6. Insert the total to the right.*	

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

6.	Decision Making (*FPLS*)	Rating
6.1	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.2	Uses critical thinking and problem solving techniques to define problems and identify solutions.	
6.3	Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.	
6.4	Empowers others and distributes leadership when appropriate.	
6.5	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Total	*To calculate the rating for this Standard, add the total points in the "rating" column and divide by 5. Insert the total to the right.*	